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| **Language and**  **Level / Grade** | French: Novice Mid – Novice High | | | | Approximate Length of Unit | | | | | | 4 weeks | |
| Approximate Number of Minutes Weekly | | | | | | 250minutes (5 days/50 minutes) | |
| **Theme/Topic** | Exploring Time and Place: Living in the City | | | | | | | | | | | |
| **Essential Question** | What makes a city special? | | | | | | | | | | | |
| **Goals**  *What should learners know and be able to do by the end of the unit?* | Learners will be able to:   * Identify businesses, services, schools, parks, etc within a city * Describe the purpose(s) of various businesses, services, etc. in a city * Locate businesses, services, schools, parks, etc on a city map * Ask for and give directions from one point to another within a city * Describe what makes a city special * Compare cities in the United States to cities in France | | | | | | | | | | | |
| **Summative**  **Performance Assessment**  *• These tasks allow learners to demonstrate how well they have met the goals of the unit.*  *• They are integrated throughout the unit.*  • *The template encourages multiple interpretive tasks.*  *• The interpretive tasks inform the content of the presentational and interpersonal tasks.*  *• The tasks should incorporate 21st Century Skills.* | **Interpretive Mode** | | | | | | | | | | | |
| Listen to and follow directions from one place to another on a city map. | | Read information on a website about (Poitiers: [www.poitiers.fr/](http://www.poitiers.fr/)) in order to identify what makes Poitiers special. Give reasons for the items on your list. | | | | | | | | Watch a video about Futuroscope in Poitiers ([www.VisiteduFuturoscopedePoitiers](http://www.VisiteduFuturoscopedePoitiers) ) and list what you can see and do there. | |
| **Presentational Mode**  Your class is planning a trip to France.  You need to suggest a city to visit and  explain what there is to do there and why it is  a good place to visit. | | | | | **Interpersonal Mode**  In small groups, review all the suggestions  of cities to visit in France. Select three cities  that you want to visit, giving reasons for  your choices. | | | | | | |
| **Cultures**  (Sample Evidence)  *Indicate the relationship between the product, practice, and perspective.* | **Product:** Old buildings in cities  **Practice:** Maintaining historic town centers  **Perspective:** Importance of preserving the past    **Product:** Specialty shops in the center of town  **Practice:** Shopping at multiple shops in town  **Perspective:** Appreciation of quality of merchandise | | | | | | | | | | | |
| **Connections**  (Sample Evidence) | **Making Connections** | | | | | | | **Acquiring Information and Diverse Perspectives** | | | | |
| Geography – location of cities in France; map reading skills  Math – metric system for distances  Language Arts – interview strategies | | | | | | | Websites for various cities in France.  Video of Futuroscope.  Video interviews with people about why they like their city. | | | | |
| **Comparisons**  (Sample Evidence) | **Language Comparisons** | | | | | | | **Cultural Comparisons** | | | | |
| Hôtel de Ville  Ville, village | | | | | | | Layout of cities in France  Maintaining historic districts, buildings | | | | |
| **Communities**  (Sample Evidence) | **School and Global Communities** | | | | | | | **Lifelong Learning** | | | | |
| Small group work to plan an itinerary for school trip to France  Skyping with their sister school in France in preparation their exchange | | | | | | | Researching and planning a trip  Self-assessment of progress towards unit goals | | | | |
| **Connections to Common Core** | Reading 2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.  Writing 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Writing 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism  Speaking and Listening 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  Speaking and Listening 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | | | | | | | | | | | |
| **Toolbox** | | | | | | | | | | | | |
| **Language Functions** | | **Related Structures / Patterns** | | | | | | | | **Vocabulary Expansion** | | |
| Tier 1 | | |
| **Identifying** places in a city | | Here is (are)…  There is (are)…. | | | | | | | | Names of typical buildings  compass directions  prepositions of location  descriptive adjectives | | |
| **Asking for and following directions** within a city | | Prepositions of location  Polite commands | | | | | | | |
| Tier 2 | | |
| **Describing** places in a city | | Adjectives | | | | | | | | Winding streets  City walls  City center/Old city  Middle Ages | | |
| **Expressing preferences with reasons** about what cities to visit | | I prefer…because…. | | | | | | | |
| **Making comparisons** between cities in the US and cities in France | | More than, less than, as many as… | | | | | | | |
| **Key Learning Activities/Formative Assessment** | | | | | | | | | | | | |
| Key Learning Activity/Formative Assessment  *(representative samples from beginning to end of unit)* | | | | How does this activity support the unit goals or performance tasks? | | | | | Mode of Communication | | | **Interculturality**  **S**elf  **C**ommunity  **W**orld |
| Read article in English on Where Should I Live? 14 Important Factors When Deciding the Best Place to Live. Have students organize comments in French about factors that are appropriate for their city based on their perspectives. | | | | Flip article outside of class to provide structure for in class discussions | | | | | Interpretive | | | S, C |
| Listen to someone give the location of a place in the city, and locate that place on a map | | | | Practice following directions on a map | | | | | Interpretive | | | S, C, W |
| Ask for and follow directions from one place to another on a city map. | | | | Practice asking and giving directions | | | | | Interpersonal | | | C, W |
| Make a map of a French city and label businesses, services, etc. | | | | Practice names of businesses, services, etc | | | | | Presentational | | | C,W |
| Create an advertisement for a business in the city | | | | Practice names of businesses and their purposes | | | | | Presentational | | | C,W |
| **Resources** | | | | | | | **Technology Integration** | | | | | |
| **Where Should I Live?** [**http://www.moneycrashers.com/where-should-i-live-decide-best-places/**](http://www.moneycrashers.com/where-should-i-live-decide-best-places/)  **Poitiers – YouTube video**  [**www.futuroscope.com**](http://www.futuroscope.com)  [www.**ta-meteo.fr**/**poitiers**.htm](http://www.ta-meteo.fr/poitiers.htm)  [**http://www.ot-poitiers.fr/accueil/decouvrir/decouvrirlecentrehistorique.aspx**](http://www.ot-poitiers.fr/accueil/decouvrir/decouvrirlecentrehistorique.aspx)  [**http://www.histoiredepoitiers.fr/histoire.html**](http://www.histoiredepoitiers.fr/histoire.html)  [**http://www.histoire-en-ligne.com/spip.php?article262**](http://www.histoire-en-ligne.com/spip.php?article262) **– Diane de Poitiers**  [**http://www.villagesdefrance.fr/**](http://www.villagesdefrance.fr/)  [**http://www.jeux-geographiques.com/jeux-en-ligne-Jeu-Villes-de-France-\_pageid39.html**](http://www.jeux-geographiques.com/jeux-en-ligne-Jeu-Villes-de-France-_pageid39.html) | | | | | | | [**www.skype.com**](http://www.skype.com/) **allows you to connect with others via live video**  [**http://edu.glogster.com/**](http://edu.glogster.com/) **allows students to create online multimedia posters with text, photos, videos, graphics, sounds, drawings, data attachments** | | | | | |